

May Issue

The C.A.U.T. *Bulletin*

A Publication

Of The

CANADIAN ASSOCIATION

OF

UNIVERSITY TEACHERS

VOLUME 10 NUMBER 5
MAY 1962

CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS

| <i>Association</i> | <i>Membership (1960-61)</i> | <i>President</i> | <i>Secretary</i> | <i>Treasurer</i> |
|------------------------|---------------------------------|--------------------------------|----------------------|------------------|
| Victoria..... | 74 | A. Loft | | P. L. Smith |
| U.B.C..... | 625 | C. B. Bourne | A. M. Moore | R. A. H. Robson |
| Calgary..... | 30 | M. H. Scargill | Miss H. McWilliam | Miss E. King |
| Alberta..... | 209 | D. B. Scott | J. S. Kennedy | A. S. Knowler |
| Saskatchewan..... | 245 | R. N. H. Haslam | | G. H. M. Thomas |
| Brandon..... | 19 | M. Simmons | E. J. Tyler | Harvey Young |
| St. John's..... | 21 | Mrs. M. Stobie | C. Curry Smith | Alexander Hull |
| United..... | 24 | G. E. Taylor | V. Shimizu | W. Rutherford |
| Manitoba..... | 274 | P. E. Dresel | J. D. Mundie | B. G. Hogg |
| Lakehead..... | 10 | D. J. McKenzie | | D. R. Lindsay |
| Assumption..... | 93 | J. F. Sullivan | J. Daley, C.S.B. | A. W. Gnyp |
| Western..... | 154 | J. W. Davis | D. G. Wilson | J. K. Watson |
| Laurentian..... | | E. Gaucher | Fr. C. Allaire, s.j. | Cedric Rabin |
| Waterloo..... | 55 | I. E. Bednar | T. H. Qualter | J. R. Mills |
| Waterloo Lutheran . | 29 | B. N. Honeyford | Mrs. W. D. Evans | |
| O.A.C..... | 176 | G. I. Trant | D. Pengelly | D. A. Biggs |
| O.V.C..... | 55 | D. C. Blood | T. J. Hulland | J. H. Ballantyne |
| McMaster..... | 123 | H. W. McCready | D. D. Stewart | Miss D. Davidson |
| Toronto..... | 474 | K. S. Bernhardt | M. F. Grapko | Miss E. M. Park |
| Queen's..... | 135 | H. G. Thorburn | S. W. Brooks | J. M. McIntyre |
| Carleton..... | 51 | H. S. Gordon | | T. N. Brewis |
| Ottawa..... | 7 | P. Marcotte | G. F. Boreham | L. A. Isabelle |
| Montreal | 221 | Edouard Pagé | L.-P. Taschereau | Roland Rivest |
| McGill..... | 361 | R. H. Common (Macdonald Coll.) | | J. C. Cherna |
| Sir Geo. Williams .. | 49 | Miss E. Vowles | | L. P. Lange |
| Jean de Brébeuf..... | 11 | M. M. Lambert | | M. E. Orban |
| Sherbrooke..... | | Gabriel Larocque | Leon Loranger | J.-M. Lalancette |
| Bishop's..... | 26 | J. D. F. Anido | D. C. Patridge | J. A. Judson |
| Laval..... | 207 | Fernand Grenier | | M. Joly |
| U.N.B..... | 87 | A. L. Levine | A. R. Donaldson | D. R. Pullman |
| Mount Allison..... | 44 | A. Colville | | H. A. MacLean |
| Dalhousie..... | 72 | A. J. Tingley | R. H. Vingoe | W. Josenhans |
| St. Mary's..... | 9 | | J. R. MacCormack | |
| Nova Scotia Tech.... | 15 | G. F. Vail | | Osvald Knop |
| St. Francis Xavier .. | 35 | E. J. Monahan | | H. A. Gillis |
| Memorial..... | 68 | S. W. Breckon | | H. H. Jackson |
| H.Q. Association | 6 | | | |

May Issue

The C.A.U.T. *Bulletin*

A publication of

THE CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS

Volume 10

May 1962

Number 5

TABLE OF CONTENTS

| | PAGE |
|--|------|
| An Address to the Non-membership — An Editorial | 2 |
| The Anatomy of Academic Freedom in the United States by Margaret Gillett | 5 |
| The Brief College Career of Harry the Ape — by George Richard Herman | 16 |
| Learned Societies, 1962: Days of Meetings | 30 |
| Committee on Tenure Practices | 31 |
| Academics in Politics — A C.A.U.T. Committee Report | 31 |
| The Interim Report of the Academic Planning Board for the University of York, England | 32 |
| Notice of Positions Vacant | 49 |
| Notice of Persons Available for Appointment | 50 |
| The June Meeting | 50 |

Published six times a year. Subscription Rate: 1 year for \$3.00.

Executive Secretary: Dr. J. H. S. Reid, C.A.U.T. National Office, Room 603,
Commonwealth Bldg., 77 Metcalfe St., Ottawa, Ont.

Editor: S. R. Mealing, Carleton University, Ottawa, Ont.

Advertising Office: Suite 611, 1030 St. Alexander St., Montreal, P. Q.
Telephone: UNiversity 6-1812.

Printed by Quality Press Limited, Montreal.

Authorized as second class mail by the Post Office Department,
Ottawa, and for payment of postage in cash.

AN ADDRESS TO THE NON-MEMBERSHIP

An Editorial

Among the millions of words uttered and written during what one reporter called "the great verbal binge" at the recent Canadian Conference on Education, a very substantial number had to do with the subject of "Professional Status of Teachers". A "conference study" under that title directed the delegates to remember that if teachers are ever to win general recognition as being professional people they will need to possess — and be known to possess — six characteristics. They will be marked by (1) possession of specialized and superior knowledge, (2) recognition that their function is primarily that of service to society, (3) exercise of autonomy over their own craft, (4) exhibition of a scholarly, inquiring attitude, (5) membership in a "professional organization", (6) acceptance as having relatively high social and economic status.

The booklet, one of nine which served as guides for the conference, dealt primarily with the problems of teachers in the elementary and secondary school system of Canada, and only occasionally mentioned university teachers as being affected by the problem. This can be defended, said the editor, since "it is abundantly clear . . . that few Canadians question the high professional status of the university professor . . . His scholarship, special knowledge, and technical skill are seldom questioned, and rumours of ivory tower isolation and classroom or lecture hall incompetence in individual cases appear to dim very little the brightness of his public image."

No one at the conference seemed disposed to challenge this assumption. At any rate, not once during the day and a half which the conference devoted to this problem, did any one rise to express any doubt. Two weeks earlier, however, an incident in the same city of Montreal, seemed to suggest that not everybody shares our views. At that time the pathologists and anaesthetists in city hospitals were threatening to resign in protest against legislation which would have imposed upon them statutory regulations

regarding salaries, hours and practising conditions. "No other profession," said the spokesman for the group, "would permit an outside authority to fix its fees, determine its hours of practice and regulate the professional standards of its members". Obviously he was not looking in our direction.

Do the teachers and researchers at Canada's universities actually constitute a profession? Certainly if the degree of self-government and self-regulation which the medical and legal professions have always insisted upon is a requirement of being a profession, then we fall very far short. No one can claim that we ourselves determine what shall constitute a fair return for our labour, or that we decide who is entitled to enter the profession, and what are acceptable standards of competence.

What about the professional characteristic of belonging to a professional organization? We often point with pride to the fact that membership in C.A.U.T., for example, is very high. Possibly, if the comparison is being made with a similar organization in the United States or in another Commonwealth country, our membership ratio does seem to be good. Yet it is no cause for satisfaction to note, in the analysis of last year's membership which was presented to the last meeting of the Executive Committee, that at universities such as Queens, Carleton, U.N.B. and Mount Allison, in 1960-61, one-third or more of the full-time academic staff did not belong to C.A.U.T. And it ought to be more than disturbing to note that at two of the major Canadian universities, (Alberta and Toronto) more than one-half of those reported to D.B.S. as full-time members of the academic staff did not belong to the national professional organization. It is true, of course, that in some cases to state the C.A.U.T. membership as a fraction of the number of full-time academic staff as reported to D.B.S. can be somewhat misleading, for some of those so reported will, by reason of local constitutional arrangements, not be eligible to join either the faculty association or C.A.U.T. But it is also true that in other cases people who are *not* reported as full-time academic staff *are* allowed to belong to the faculty association

and hence to C.A.U.T. There is no doubt, of course, that at most Canadian universities the faculty association speaks for the overwhelming majority of the staff when it speaks to the governing board or to the administration of the university. At institutions such as Victoria, U.B.C., Assumption, McMaster, Montreal, Sir George Williams, Bishop's and Memorial more than 90% of the staff are enrolled, while at many others 75% or more are members of both the local association and of C.A.U.T. (Saskatchewan, Brandon, Manitoba, Waterloo, Waterloo Lutheran, Western, O.A.C., O.V.C., McGill, Laval, St. Francis Xavier and Dalhousie all fall within this category.)

It is nevertheless true that there are still too many individual members of the teaching and research staffs of Canadian universities who are unwilling to accept their share of the responsibility and the cost of collective effort on behalf of their own university and their own profession. The fault may lie with the individual. He may be one of that fortunately diminishing number who always ask, "What do I get for my fee? What are the tangible benefits?" Such an individual knows, of course, that the benefits of higher salary levels, more adequate pensions and other financial benefits, and more liberal policies in such matters as leave, research and travel costs, will never be withheld from him simply because he refuses to join with his fellows in working for these benefits. For no one will ever spend any time or effort looking for ways to penalize him. He knows too, that on such questions as immigration, income tax regulations and government support for research, the teaching staffs must speak often, and speak collectively. As Premier Robarts of Ontario recently bluntly reminded us, if we do not take the initiative in making known any special views and special problems of our profession, no one else will. Perhaps the real fault in some cases lies with the association machinery, with the executive arrangements or with the membership committee, or whatever other device is used to bring members of the academic staff into the association. If this is all that is wrong, surely it can easily be remedied by people who have the knowledge, intellectual equipment and social prestige which we are always now being told we possess.

THE ANATOMY OF ACADEMIC FREEDOM IN THE UNITED STATES, 1959-60

An analysis of the factors involved in the encroachments upon academic freedom as reported in the American Association of University Professors Bulletin during 1959 and 1960.

by Margaret Gillett*

When Sputnik delivered its blow to American pride, the cry went up, "Look to the schools!" The school, it has been observed, makes a perfect scapegoat, because it satisfies all three of the necessary conditions of a perfect scapegoat — it is everywhere present, it is defenceless, and it is manifestly not perfect.¹

While the national hysteria of the McCarthy period was in full swing, the cry was also, "Look to the schools — especially the colleges and universities." And because it was there that communists and 'subversive characters' were sought, it was there that they were found. But, unlike the schools which defended themselves against the generalised attacks in a number of not-always-organized voices, college and university teachers had one voice which spoke clearly in their defence against the specific charges brought against them. That voice was and is the American Association of University Professors, which was originally founded for the purpose of defending academic freedom.

During the years 1948 to 1956, the AAUP was flooded with cases of infringement of academic freedom.² While many of these were settled by negotiation between the Association and the institution involved, still many others called for formal investigation by Committee 'A' on Academic Freedom and Tenure. The Association's quarterly *Bulletin* carried report upon report of teachers in higher education being accused, investigated, dismissed for alleged communist sympathies, for having belonged to 'liberal' organizations, for consorting with leftists, and for invoking the Fifth Amendment. But now that the tension of that un-American period has abated, now that the witch-hunters have laid aside their branding irons and the blazes of the book-burning pyres are nothing but embers, is academic freedom free from attack and inviolable? In 'normal' times what threats does academic freedom face?

*Dalhousie University. This article first appeared in *Vestes*, the journal of the Federal Council of University Staff Associations of Australia. Vol. 4, No. 4 (December 1961), pp. 21-30.

Perhaps 1959 and 1960 may be considered 'normal' years. They were *after* McCarthyism (and McCarthy) had expired, and also *after* the shock of Sputnik had subsided, but *before* the Cosmonaut had initiated another bout of national breast-beating. However, an analysis of the reports in the *AAUP Bulletins* for these two years points up the truth of the truism, "The price of freedom is eternal vigilance," for though there was apparently no single strong onslaught upon academic freedom at this time, there were indeed attacks. They were many and they came from many and sometimes unexpected sources, both from within and from without the academic community.

* * *

Before considering the nature of the attacks on academic freedom, we should look first at the nature of academic freedom itself. It has been defined and redefined over the years, but the statement formulated by the AAUP in 1940 has become classic. It begins with the proposition that "Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole", and it follows that "The common good depends upon the free search for truth and its free expression. Academic freedom is essential to these purposes and applies both to teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching, and of the student to freedom in learning. It carries with it duties correlative with rights."³

Robert MacIver defines academic freedom as "a right claimed by the accredited educator, as teacher and as investigator, to interpret his findings and to communicate his conclusions without being subjected to any interference, molestation, or penalization because these conclusions are unacceptable to some constituted authority within or beyond the institution".⁴ It is, he says, "inherently bound up in the university's task . . . it is not a privilege, not a concession, not something that any authority inside or outside the institution may properly grant or deny, qualify or regulate according to its interests or its decisions".⁵

An analysis of the *AAUP Bulletin* suggests that external attempts at "interference, molestation, or penalization" during the period under review came from three main areas — government, the courts, and, less formally, public opinion and the press.

Government

It seems paradoxical that the government of the United States, which was established on principles of freedom, should be encroaching upon the liberties of the scholarly community. Nevertheless, the Federal Government is intruding upon academic freedom through the disclaimer affidavit requirement in Section 1001 (f), Title X of the National Defence Education Act of 1958. This requires that any individual, including students, who might otherwise benefit under the Act should not do so unless he has "executed and filed with the Commissioner (of Education) an affidavit that he does not believe in, and is not a member of, and does not support, any organization that believes in or teaches the overthrow of the United States Government by force or violence or by any illegal or unconstitutional methods". During 1959 and 1960, the disclaimer affidavit was the single most prominent issue discussed, criticised, and deplored by the contributors to the *AAUP Bulletin*.

The summer issue, 1959, records a resolution passed by the Forty-fifth Annual Meeting of the Association, expressing the view that "like all test oaths, this oath is repugnant to the American tradition; and it invidiously singles out for attention the academic community, thus casting doubt upon the integrity of an honorable and respected segment of the American public".⁶ In the Spring issue of that year, U.S. Senator, John F. Kennedy, had already commented:

No one can quarrel with the principle that all Americans should be loyal citizens and should be willing to swear allegiance to our country. However, this is quite different from a doctrine which singles out students, who seek only to borrow money, as a group which must sign a rather vague affidavit that they do not support any organization that believes in the overthrow of the United States government by illegal or unconstitutional methods. Such an affidavit is superfluous at best and discriminatory and subversive to the purpose of the Act at worst. Those who are willing to sign the affidavit are not by that act proven to be either loyal or more talented than those who do not. Rather, it may act as a cloak behind which disloyalty may be hidden.⁷

The Autumn issue for 1959 presented a report of Senatorial efforts to have the disclaimer clause amended, but, although these were unsuccessful, some comfort was taken from the fact that "the *Congressional Record* now contains an adequate introductory exposition of important values and principles which govern teachers in higher education".⁸ Yet the AAUP did not rest there. A resolution prepared by Committee 'A', and approved by the Forty-sixth Annual Meeting

in 1960, contained a stronger protest than the previous one, pointing out that "because the affidavit section includes a disclaimer of belief, support and association, it opens the door to political restrictions on education in violation of sound principles of academic freedom".⁹ The Association also decided to publish in each issue of the *Bulletin*, for as long as the affidavit requirement exists, a list of the colleges and universities which support the stand taken by the Association, by refusing to participate in or by withdrawing from the National Defence Education Act program. By November, 1960, twenty-four institutions, including some of the most "prestigious", were on the list. A companion list, indicating those colleges and universities whose presidents or boards of trustees have publicly stated their disapproval of the disclaimer affidavit, numbered 112.¹⁰

Some actions taken by the House Un-American Activities Committee with regard to individual faculty members and students have ultimately led to infringements of academic freedom, but the cases reported in the *AAUP Bulletin*, during 1959 and 1960, either developed into legal suits or unwarranted actions by university administrations, and so will be dealt with in other sections of this article. There is, however, another area in which Federal infringement of the freedom of institutions of higher learning occurs, or at least, is threatening to occur. This is through the present system of government grants for university research.

In the Spring issue of the *Bulletin* for 1960, the American Civil Liberties Union submitted a "Statement Concerning the University and Contract Research". While recognizing the urgent need for large-scale support for scholarly research, the article warns that:

If outside financing of university research and graduate education, particularly in the natural sciences, persists, it will inevitably lead to erosion of university control of university activities. We should face squarely the question as to whether we are prepared to break with the long-established tradition which entrusts to universities a large measure of autonomy in their proper functions of education and research — whether we are prepared to replace a significant fraction of this autonomy by a patchwork control exerted by a variety of bureaus with widely differing aims and interests.¹¹

Also, the present government preference for research in the natural sciences "cannot fail to bring a relative impoverishment to the humanities and social sciences which would certainly not occur if the universities and university scholars were permitted free exercise of their

judgments". Furthermore, the government security procedures "can lead to situations in conflict with the personal rights of faculty members, including even those who are not engaged in classified research, and can effectively limit the freedom of the university in applying its own proper criterion in the selection of its staff".

These warnings are reiterated in the same issue in a review of Charles V. Kidd's *American University and Federal Research*. "Large scale federal financing", says Kidd, "has set in motion irreversible forces that are affecting the nature of the universities, altering their capacity to teach, changing their financial status . . . establishing new political relations, and changing the way research itself is organized".¹²

The AAUP has also recommended for employment professorial victims of a Senate government. In July, 1959, six university teachers in Arkansas were dismissed because they resisted a State law of 1958 known as Act 10. This requires teachers in State-supported schools and colleges of Arkansas to file affidavits listing the organizations to which they have belonged or contributed for the last five years. Act 10 was intended to identify members of the NAACP,* but its wording makes it applicable to membership in all types of organizations. The six professors, rather than suffer the intrusion of the State upon their academic freedom, refused to file the affidavit and were dismissed. The resources of the AAUP's Academic Freedom Fund were used in the emergency caused by the late termination of contracts, and loans were made to those teachers who did not succeed in finding positions for the next academic year. Lengthy reports in the Autumn, 1959, and Spring, 1960, *Bulletin* were followed by a summary of the situation which appeared in the Summer, 1960, issue.

This case of government interference in higher education is particularly significant because it reveals one of the serious issues developing in academic freedom — segregation. In the words of Committee 'A':

While it is gratifying to note the diminution of cases arising from security considerations, such as the self-incrimination cases, one cannot ignore the fact that the bitterly disputed desegregation issue now looms over the horizon, and is beginning to cast its dark shadow over the academic world. Even where other matters are the apparent issues of record, on further inspection they often seem to grow out of the tensions and strains induced by the controversy over racial segregation. The Association will have to face the fact that this is the shape of things to come.¹³

*National Association for the Advancement of Coloured People.

A case of semi-disguised racial discrimination, an unabashed instance of government interference, is that of Allen University and Benedict College, South Carolina. The full account of this case — in which six teachers were dismissed mainly because the State Board of Education and the Governor gave the schools (attended only by Negroes) the choice of firing the instructors or losing certification of their teaching graduates — is recorded in the Spring, 1960, *Bulletin*, and reads rather like a chapter from *All the King's Men*. It resulted in Committee 'A's condemnation of former Governor George Bell Timmerman, Jr., the State Superintendent of Education, and the South Carolina State Board of Education, for their destruction of the independence of the two private institutions and the freedom of both faculty members and students.

The Courts

While government pressures of his kind have had detrimental effects on higher education, the American system of checks and balances has been operating, and there have been some important judicial decisions in support of academic freedom. In 1956, for example, the U.S. Supreme Court ruled in *Slochower v. Board of Higher Education of the City of New York* that automatic dismissal from a public college had been a violation of the Constitution. (In this case, the professor concerned had invoked the Fifth Amendment, before a Congressional committee conducting an inquiry not directly concerned with the qualifications of the person for civil service employment.) Since then other cases have reached the Court — notably *Sweezy v. New Hampshire* — in which the Justices have been called upon to rule on such matters and to define academic freedom. Robert K. Carr summarizes the pertinent actions in "Academic Freedom, the American Association of University Professors, and the United States Supreme Court" in the Spring, 1959, *AAUP Bulletin*.

Carr points out that the AAUP was "confident that the Supreme Court was performing its historic function of balancing the needs of authority with the interests of freedom",¹⁴ but was reluctant to see academic freedom defined as a legal concept. This is because of the fear that "what the courts give, they may take away, and that having thus given and taken away, academic freedom may be left in a weaker position than it was before it became a concern of the law". The Association would prefer to let the meaning of academic freedom evolve less formally through the collective efforts of teachers, institu-

tions of higher learning, and educational associations. However, because it believed that the Court might attempt to spell out further the meaning of academic freedom, the AAUP filed an *amicus curiae* brief in the case of *Barenblatt v. the United States*. Despite the AAUP assistance, the Supreme Court, in June, 1959, upheld the conviction against Barenblatt (a former teaching fellow at the University of Michigan and instructor at Vassar) for contempt of Congress because of his invocation of the First Amendment and refusal to answer questions of a sub-committee of the House Un-American Activities Committee in 1954.

A full account of the case, written by Ralph F. Fuchs, who prepared the *amicus* brief, was published in the Autumn *Bulletin*, 1959. A further comment on the fundamental and important danger of the developing relation between enforcement of academic freedom and legal decisions, was contained in a report of Committee 'A', in which it was noted that the only reference the Court made to the *amicus curiae* brief was the use of one passage out of context to support the opposing view. The Committee observed rather wryly:

It might thus seem that this particular effort to educate the Court concerning the meaning and importance of academic freedom boomeranged. Be that as it may, it is likely that the Association will find it desirable to continue this effort. Academic freedom is one of the least understood aspects of civil liberties. Supreme Court justices, along with more ordinary mortals, clearly have gaps in their knowledge which the Association may be able to fill.¹⁵

The U.S. Supreme Court may thus unexpectedly represent a potential long-range threat of formalization, and fossilization, of academic freedom.

Public Opinion and the Press

More subtle are the infringements of academic freedom effected by public opinion and the press. During 1959 and 1960 there were no reports in the *AAUP Bulletin* of sheer demagoguery and teacher-baiting. Nevertheless, "the public loves sad stories of the death of kings", and the downfall of professors, and social pressure is one of the potential impingers on academic freedom. Administrators of institutions of higher learning are, of course, sensitive to this threat and are vitally concerned with maintaining the prestige and reputation of their colleges. Unfortunately, fear of publicity or of scandal has sometimes caused a college president to curtail the rights of his

faculty members. Such was the case at Fisk University, Tennessee, as evidenced in a report by Committee 'A' in the Spring, 1959, *AAUP Bulletin*.

In 1954, Dr. Lee Lorch, Professor of Mathematics at Fisk, appeared before the House Un-American Activities Committee and testified that he was not a member of the Communist Party when he joined the faculty in 1950 nor had he been a member since. "He offered this testimony, he said, contrary to his conscience, in order to safeguard his institution against unfavourable publicity".¹⁸ He refused, however, to answer questions concerning his activities before coming to Fisk on the grounds that his political associations were not a proper subject of Congressional inquiry, and he invoked the right of citizens to freedom of speech and assembly guaranteed by the First Amendment. The day after the hearing the two local newspapers published a statement, released to them in advance for use at that time, by the President of Fisk, which included:

... invoking the Fifth Amendment when there is a clear opportunity to affirm or deny is for all practical purposes tantamount to admission of membership. Under the circumstances, Fisk University would have to take prompt steps to release the person from its faculty.

This was the first indication Lorch had of the likelihood of his termination. In November, 1954, the University Board of Trustees voted not to renew Professor Lorch's appointment. To be sure this action involves other issues — tenure and academic due process — but it also illustrates the importance attached to extra-mural opinion. In the judgment of the investigating Committee 'A',

the President's published warning . . . evidences an administrative position which, if given effect and supported by the Board, violates academic freedom. Fears, tensions and publicity which may arise in a community and make an administrative officer apprehensive and zealous in protecting the name of his institution do not justify curbing, by (public) warning of dismissal, the exercise of his constitutional rights by a teacher, as citizen, nor do they justify prejudging, from his invoking such rights, his fitness to continue in the institution as a teacher.

In this case, fear of public opinion was one of the factors which caused the president of an institution of higher learning to "commit an administrative error" and ignore the proper safeguards of academic process. It thus becomes apparent that attacks on academic freedom come from within the halls of learning as well as from without.

A review of the eight numbers of the *AAUP Bulletin* reveals further that college administrations are indeed guilty of violations of academic freedom. Each issue contains a list of administrations censured by the Association because they are not observing the generally recognized principles of academic freedom and tenure endorsed by the AAUP and other professional organizations.¹⁷

In the Spring, 1959, *Bulletin*, 13 institutions were on this list, six having been added since 1958. During 1959-60, six were removed, but four added, so that at the end of 1960, 11 institutions of higher learning were under censure by the AAUP. All four institutions censured during 1959-60 involved dismissals of faculty members in a way which violated rules of tenure, *e.g.*, in one case a member was dismissed after ten years' service, without formal charges or proper procedures; in another case two members were dismissed as a result of their invoking the First and Fifth Amendments before the Un-American Activities Committee in 1958.

These and similar cases represent only the most flagrant violations of academic freedom. Many disputes were settled speedily by the AAUP, and many complaints proved to be groundless.

However, all infringements upon academic freedom within the university community do not necessarily come from hard-hearted administrators. Faculty members themselves may be guilty. They may all too easily forget the line in the Statement of Principles which says, "It (academic freedom) carries with it duties correlative with rights". In the Allen University case, for example, there was evidence that faculty jealousy and hostility impeded justice, or at least aggravated a situation where inadequate regulations, administrative incompetence and external political pressures curtailed the freedom of teaching and inquiry.

A continuing issue with respect to teacher responsibility, and one which is implicit in a great many of the cases of infringement of academic freedom reviewed by the *AAUP Bulletin*, during 1959 and 1960, is the problem of candour. The AAUP has taken the position that "in any proper inquiry by his institution, it is the duty of a professor to disclose facts about himself that are of legitimate concern to the institution". In other words, he who claims fullest freedom for himself and his profession is obliged to display complete candour and sincerity to his colleagues.

Two other warnings about faculty *noblesse oblige* appeared in the *Bulletin* during 1960. A quotation reproduced in the Winter issue claims:

The professor's primary responsibility is to his subject — to seek and to state the truth in that subject as he sees it. In carrying out this responsibility, it is the professor's duty to guard his freedom to inquire, not only against overt assault, but against commitments on his part which are incompatible with that freedom.¹⁸

The Spring issue cautioned:

Since scholars and teachers are vitally concerned that they be free to do their work and since they are properly suspicious of any effort from without their guild to limit or direct their activities in fields to which they have devoted themselves, it behooves them to be careful not to make more difficult than need be the task of those whose co-operation is needed if academic freedom is to be preserved. One point of difficulty may arise when the scholar himself, for the moment, turns dogmatist. . . . An investigator may honestly believe that he has discerned the truth which it is imperatively important to make prevail. Therefore, he may turn partisan and become a zealot in his effort to win immediate converts to his cause.

From this fairly brief review and condensation of the issues involved in serious breaches of academic freedom during recent years, it is apparent that the "right to inquire, to discover, to publish the truth" may be undermined from almost any direction. It is ironic that the Federal Government, founded on principles of freedom, should be one of the potential threats to the liberty of scholars — its constant striving for national security, even in years of peace, has produced the disclaimer affidavit and Congressional Committee hearings that have brought the issue of academic freedom into focus. This is particularly ironic if John Walton Caughey's approach to the subject is accepted: "Academic freedom cannot make all the people paragons in knowledge and wisdom", he says, "but it is the enabling factor for putting the electorate into position to act on the basis of knowledge and understanding. *Its defence, therefore, is an act of patriotism*".¹⁹

Yet, while the Federal Government appears as a somewhat incipient threat, and the U.S. Supreme Court, too, State governments have committed overt acts of aggression against the autonomy of institutions of higher learning and the liberty of teachers. But perhaps more frightening even than this is the fact that infringements of freedom have come from within the academic community itself — from boards of trustees, from administrators, and even from faculty members.

These sources of attack on academic freedom revealed in the 1959 and 1960 *AAUP Bulletins* are thus widespread. The issues involved, however, are more limited. Loyalty continued to be important and it raised the corollary issues of self-incrimination through the invoking of Constitutional Amendments, and candor. Segregation is emerging as an important factor, but there were no cases of discrimination on other grounds, such as sex or religion. In none of the instances was professional competence a genuine issue, nor was moral turpitude.

As far as internal breaches were concerned, they occurred through inadequate or unclear regulations, through administrative authoritarianism or ineptitude and the yielding to outside pressures. Most of the cases involved denial of academic due process, failure to enlist faculty co-operation, and violation of tenure. Faculty members in some cases have been negligent in exercising their responsibility as guardians of academic freedom and have permitted personal and professional jealousy to be cloud the issues.

However, it should be remembered that this report has presented only one side of the picture — that, on the other hand, during 1959 and 1960, the AAUP removed censure from the administrations of six institutions, that the Federal Government is seeking to aid, not stifle, education, that some of the professors who have refused to testify have done so in the face of severe social pressure, and in firm adherence to their convictions and commitments to academic freedom.

REFERENCES

Note.—Unless otherwise indicated, all references are to the *Bulletin of the American Association of University Professors*.

¹Harold Hand, "On Ways of Preventing Regression to the Status Quo Ante," Address at Cincinnati, Ohio, March 5, 1959.

²"Report of Committee A, 1959-60," Vol. XXXXVI, ii, 222.

³Reprinted, Vol. XXXXVI, iv, 410.

⁴Robert M. MacIver, *Academic Freedom in Our Time*, New York: Columbia University Press, 1955, p. 6.

⁵*Ibid.*, p. 11.

⁶"Forty-fifth Annual Meeting," Vol. XXXXV, ii, 276.

⁷John F. Kennedy, "The Loyalty Oath — An Obstacle to Better Education," Vol. XXXXV, i, 25-6. Senator Kennedy was later quoted: "Such an affidavit was not required of farmers who received crop loans, businessmen who received loans from the Small Business Administration, or any other segment of the population. It was students, who so needed and were so anxious to obtain an education that they were willing to borrow money to pay their tuition, who were singled out for this special treatment." (Vol. XXXXV, ii, 341.).

⁸Louis Joughin, "The Disclaimer Affidavit," Vol. XXXXV, iii, 339-41.

⁹"Protesting the Disclaimer Affidavit; the Association, the Colleges and the Universities," Vol. XXXXVI, ,ii 203.

¹⁰Vol. XXXXVI, iv, 412-3.

¹¹American Civil Liberties Union, "Statement Concerning the University and Contract Research," Vol. XXXXVI, i, 52.

¹²"Book Review," Vol. XXXXVI, i, 112.

¹³"Report of Committee A, 1959-1960," *loc. cit.*

¹⁴Vol. XXXV, ii, 23.

¹⁵"Report of Committee A, 1958-9," Vol. XXXXV, iii, 392-3.

¹⁶"Academic Freedom and Tenure: Fisk University," Vol. XXXXV, i, 27.

¹⁷The Association of American Colleges, the Association of American Law Schools, the American Library Association, the American Association of Colleges for Teacher Education, the Eastern and Western Division of the American Philosophical Association, and the Southern Society for Philosophy and Psychology.

¹⁸Vol. XXXXVI, vi, 433, from "Report of the Committee on Professional Ethics."

¹⁹*AAUP Bulletin*, Vol. XXXXVI, iii, 283 (*underlining mine*).

THE BRIEF COLLEGE CAREER OF HARRY THE APE

by George Richard Herman*

It began with the leaves on the well-pruned elms outside the Ad Building of Pickering College jostling one another, as if to free themselves of the branches that held them, although the season was early for that, and none of the leaves had yet changed color, but only lost the oily greenness of summer.

Inside the Ad Building, a line of listless beings edged toward the registrar's table, two of its number standing out from the rest. One was tall and erect, hatless — an impeccably-dressed man about 40 years old with black hair, graying at the temples, and a small brief-case held unobtrusively in his hand. The other one was short and contemplative, deeply intent on watching the noiseless dancing of leaves outside the window. If nudged gently by the older one, he shuffled forward and closed up the line, but his eyes never left the constantly-varying patterns of leaves and sunlight. This was Harry.

He, too, was expensively dressed, in a sport coat and flannel slacks. His shortness, alone, would have distinguished him anywhere, and his wiry red hair, his round eyes, his high forehead, his dark, wrinkled skin, his gray — almost white — mustache and his Van

*Arizona State University. This article is reprinted from the *A.A.U.P. Bulletin*, Vol. 47, No. 3 (September 1961), pp. 233-38.

Dyke beard — all commanded attention. But most curious of all were his arms. Down and down they reached, until, when he slouched, his knuckles touched the floor, and even seemed to support some of his weight. He approached Mr. Timms, the registrar, without turning his gaze away from the window, where now a half-dozen bees hovered on the invisible border between the charged, stale inside air and the drowsy, shadow-splotched outdoors.

Mr. Timms was a long, rubber-jointed man, who wore an army discharge button in the lapel of a hard-finished blue suit. His white shirt-front was limp with perspiration, and there was a red line across his throat, where his collar had chafed him before he unbuttoned it and loosened his necktie. Each time he bent over the file of high-school records before him his straight black hair fell into his face, and he flung it back into place with an upward twist of his head before he handed the enrollee's record to him.

"Harry," the distinguished man called out, as Mr. Timms stooped, already poised, over the sheaf of records, his hair in his eyes.

"Oh, yes. Jackson High. They should have entered the first name, of course".

"That is the first name — and the last," the tall man said.

The transcript came out. The hair snapped into place. The eyes came to rest on the orang-outang's face. The official meeting of Harry and Pickering College was accomplished.

Timms' eyes blinked slowly, and his hands went up to his throat, rubbed the red chafe-mark and pulled his collar wider. "Where did he come from?" he said, his voice cracking.

"From Jackson High School," the man replied. "You saw the transcript. His name is Harry, and I am Winston VanSyoc, his guardian." The words were casual, almost gentle.

The registrar's eyes continued to dart from one to the other of them. "But what is he doing here?"

"Why, he's enrolling — the same as anyone else."

Timms snickered involuntarily, then pinched it off with a squeak. "But, that's ridiculous!" he said, trying to hold his voice in check.

The ape turned away from the window, and his gaze fell upon the bobbing of Mr. Timms' jaw. His freshman beany clung immovably

to his coconut-like head, and his electrically-shaven face remained impassive, but his eyes began to follow the tiniest movement of the registrar's mouth.

"Ridiculous!" Timms turned scarlet. "Why, he's. . . . Anyone can see, he is nothing but an. . . ."

"He's Harry," VanSyoc interrupted, "a freshman candidate."

"He's an ape!"

"He's Harry," VanSyoc repeated firmly. "He has his high school record, and he is here to enroll in Pickering College, just the same as all the rest of these youngsters."

"But he's an ape!"

Mr. Timms recovered his voice. It was resonant and forceful. "Record, or no, he's an ape," he said. "And no ape is going to enroll in this college."

With Timms' returned eloquence came a wider range of jaw movements, and Harry's interest, which had slipped back to the leaves, came back renewed. His own lips parted slightly, in a kind of smile.

"Please, Mr. Timms," VanSyoc said, "Let call him 'Harry.'"

A puffing sound issued from Mr. Timms. "But you wouldn't attempt to deny that he is an ape!"

"I am not at liberty to discuss that possibility," the older man said. His arm fell shelteringly around the shoulders of his ward. "In any case," he added, "it has no bearing on this situation. The regulations state that any graduate of an approved high school is eligible for admission here."

The registrar blinked, disbelieving. "But surely," he said, "Surely you wouldn't take advantage. . . . Surely, you. . . ." He lapsed into silence.

In the brief period which followed, Harry turned his attention to his own midsection. Carefully, he disengaged a varnished wooden button from its specially-constructed loop, and opened his beige corduroy jacket. A similar operation opened a gap in his plaid vest, and a tuft of coarse red hair sprang forth. Inserting a finger into the opening thus created, Harry scratched an eight-inch circle of his belly, and then, very methodically, he fastened both vest and coat again.

Except for the green freshman cap, he was tastefully attired. A glistening white ascot circled his clean-shaven neck and blossomed briefly before it disappeared beneath the colorful vest. Both his flannel slacks and his doeskin moccasins fitted with hand-made elegance, and a small but well-cut diamond sparkled in a modest gold band on his finger.

Completing the scratching operation, he threw an arm almost completely around VanSyoc's waist, grinned toothily up at him and mouthed the word "Pa-pa" very deliberately. He achieved it by first pressing his lips together, and then forcing them apart with short puffs of air. After the first time, he repeated the word twice more, executing it more smoothly each time. "Pa-pa," he said, continuing to look up at VanSyoc. "Papa."

"Oh God," Timms whispered, and fell to tugging at his collar and his throat. Finding his voice again, he shrieked, "No! Get him out of here. Nobody's going to enroll an ape in this school while I am registrar!"

Harry's round brown eyes focused, unblinking, on the gyration of Mr. Timms' pride-swollen jaw.

"Give me one reason why not," said VanSyoc.

The registrar searched frantically for a reply. Finally his face brightened. "How can he complete these forms?" He waved a three-foot questionnaire jubilantly above his head like the flag of a victorious battle.

VanSyoc's hand flicked out and plucked the form from the official's fingers. "What's going on over there?" he asked, turning his gaze toward a tall, thick-shouldered man flanked by a pair of dark-skinned pygmies who had about their movements the airy swiftness of gazelles.

"Those are two boys from Somaliland, coming in on track scholarships," Timms explained. "The coach there, Clancy, says they will surely break the world's record in the two-twenty-yard dash." A note of pride appeared in the registrar's voice.

"And does Clancy speak their language, or they his?"

"I don't know," Timms said, losing his enthusiasm.

"And are they filling out their own registration forms?"

Even at a distance, it could be seen that they were not. "I don't know," Timms mumbled.

"Well, then," VanSyoc concluded, "I'll just go along with Harry, the way Clancy is with them. But I hardly think the point is important. I have power of attorney for Harry, so I'm sure any help I give him will be perfectly legal."

Timms nodded, his eyes glassy, then turned back to the long line of waiting students, never once generating enough snap to put his hair back into place after it first fell into his eyes.

At 8:58 the next morning, Harry the orang-outang, freshly arrayed again in hand-stitched coat and slacks, walked erectly into the office of Walter Mealy, President of Pickering College, and seated himself primly in one of the walnut chairs that faced the president's desk.

He was hatless, and his red hair was neatly brushed, above a freshly-shaven neck. After exposing his ample teeth to Dr. Mealy in a kind of grin, he sat motionless. His leathery face was serene and his eyes placid but penetrating. His skilfully-trimmed mustache helped fill the dish-like concavity of his face that was caused by the protuberance of his lower jaw, and the humanizing effect thus created could make an onlooker feel, for one brief instant, that there was a man looking out at him through those round, brown eyes. But the sight of his arms, dropping down to where his knuckles touched the carpeted floor, destroyed the illusion.

Winston VanSyoc followed his ward into the office and took a seat next to him, and together they waited for the president of the college to look up and acknowledge them.

VanSyoc glanced distractedly around the office, growing gradually more and more apprehensive about his charge, as he reviewed the previous twenty-four hours. Was Harry bearing up under the complexity of college life, he wondered. As the ape sat, perfectly quiet and at ease in the polished walnut chair, it was difficult to entertain such a thought about him. Yet, there had been happenings the day before to raise just such doubts in the man's mind.

There had been a baton incident on the football field, where they had gone to wait for Clarence, the chauffeur. A majorette dropped her baton, and Harry out-grabbed her for it and performed with it —

delighting the onlookers, except VanSyoc. The nonchalance with which the exhibition was accomplished appalled him. While one of Harry's hands twirled the baton, the other scratched purposefully at his belly. "Is this Harry?" Winston thought, "the conscientious performer his trainers taught him to be?"

There had also been a scene at the bursar's window. The girl thought someone was playing a practical joke on her, and burst into tears and ran away before VanSyoc could explain. And what was worse, Harry had chattered vulgarly after her as she retreated, and had to be scolded for it.

To add to the disharmony, later in the afternoon — after Harry had been left in the car with Clarence — VanSyoc returned to find them joy-riding around the campus with the limousine overflowing with Harry's newly acquired friends and classmates. This intimacy between Harry and his fellow undergraduates probably set the stage for VanSyoc's anxiety, for following the joy ride, VanSyoc had received inquiries from a half-dozen fraternities about Harry's availability for pledging — inquiries which the man dismissed with a wave of his hand, but not without some inner forboding.

Dr. Mealy was a sagging, middle-aged man with thick-lensed glasses that magnified his eyeballs, and ham-like hands that had served him well when he was a junior-high-school principal, many years before. He noted the entrance of the pair, Harry and VanSyoc, with cold disapproval, as he might have long ago eyed two errant ninth-graders being ushered into his punitive chambers.

As soon as a state of perfect immobility had been achieved, he shuffled the papers on his desk together with busy little motions of his huge hands. Then he spoke. "VanSyoc," he said, "You can't be serious about this. And it may prove to be a costly joke, if you lose all of the entrance fees you've expended."

"We'll take that chance, sir. Harry can afford it. He has a . . . uh . . . sizeable annuity — of which I am the administrator."

"Afford it or no, Pickering College is having no part of your scheme, VanSyoc."

VanSyoc coughed nervously, but said, "We disagree there, sir. How do you propose to prevent his beginning classes tomorrow?"

"Prevent?" Dr. Mealy said the word louder than he meant to, so he took off his glasses deliberately, laid them gently on his desk

and modulated his voice. "Why, I shall prohibit it because of its sheer absurdity, that's all."

"Oh, I wouldn't do that sir," VanSyoc said, humbly. "I am fully prepared to get a court order against banning him, on grounds as questionable as those."

"Huh?" The president boited to his feet. "Court order? VanSyoc, you're wasting my time!"

"And you, mine," VanSyoc said, also rising. "Come Harry."

Harry roused from a doze, swung off the chair and through his straightened arms as though they were crutches, and bounded toward the door.

Dr. Mealy sat down quickly, and his big hands went into motion, replacing his thick lenses and shuffling the folder before him. "Now, just a moment, Mr. VanSyoc," he said. "There are a few more things I'd like to know. Please take your seats again."

Harry turned and bounded back into his chair as quickly as he had left it. Once there, he let his moccasined feet swing slowly back and forth, while his hands stroked the luxurious carpet.

VanSyoc returned also, and addressed the president. "Let me say from the start, Dr. Mealy, that I am serious about this. My reasons are my own. It should suffice that Harry meets the requirements, he has the money to afford it, and he is enrolled. His first class meets at nine tomorrow, and I expect him to be present."

"Ridiculous!" shouted Dr. Mealy.

"Is that all, then?" VanSyoc turned to go.

"Oh? Oh, no. Don't go yet. Please, Mr. VanSyoc, let me check a few things. And couldn't he be sent out of here? I find it hard to concentrate, with him staring at me." The president's magnified eyes turned upon Harry, who grinned back at him.

VanSyoc consented and resumed his seat. A girl was summoned, and sent away leading Harry by the hand. Timms entered at that moment, bouncing his hair in and out of his eyes, carrying another bulky folder under his arm.

The president took the folder and nodded Timms into a chair, then turned again to his caller. "Now, Mr. VanSyoc, on what grounds do you hope to bring this ape into our school?"

VanSyoc frowned. "Please, Dr. Mealy," he said, "Let's call him 'Harry.' What he is can only be a useless assumption on your part, unless or until a court should rule on the matter. That should, I imagine, take most of the fall quarter."

Dr. Mealy carefully spread his great hands flat on the desk before him. "All right," he said. "But what about him?"

"The answers are probably in that folder, sir."

"I'd rather hear them from you."

"As you wish." VanSyoc crossed his legs casually, folded his hands in his lap. "Harry is enrolling on the basis of his diploma from Jackson High School. That is all that is required."

President Mealy shuffled the file, located the high-school record and held it up to the light. "Is it another of your secrets, how he was awarded his diploma?"

"Not at all," VanSyoc said. "Harry sat perfectly still in class, never bothered anyone — just as he did right here in your office. The teachers passed him along, although many hated to see him go. You see, Dr. Mealy, he often shamed some of the worst disciplinary cases into a kind of classroom orderliness."

"And for *that* they graduated him?"

"Well, it took Harry five years, though. Two of his teachers, a pair of aging matrons, protested against his habit of scratching his midsection in the classroom. When they couldn't break the habit, they failed him on disciplinary grounds."

"Oh," the president groaned. "This is absurd."

"Yes," echoed Timms, "It is certainly most absurd." VanSyoc only shrugged.

"And how do you get such co-operation from this creature?"

"He was trained from infancy by the best teachers I could get. But then, he also has three *natural* attributes that help him as a student."

Dr. Mealy's heavy lenses turned toward VanSyoc, and the enlarged eyes blinked behind the glasses. "He does?"

"Yes. One is that he's fascinated by the movement of mouths — you probably noticed how he watched you when you spoke."

"I certainly did," Timms acknowledged.

"I thought so," VanSyoc said. "Another thing, he can doze while his brown eyes are staring at you, and you'll never know he's asleep. Between these two qualities, you can imagine the attentiveness with Harry has regarded his teachers. The third natural attribute Harry has is one we just do not understand, yet. He is trained to mark true-or-false tests, of course, but what we cannot explain is that he consistently averages 60 per cent correct answers on them. At any rate, he's a natural student."

Walter Mealy stared out of the window for three full minutes, at the way the sun and breeze rippled the leaves on the trees. Mr. Timms shuffled nervously in his chair, and Winston VanSyoc absent-mindedly scratched at his armpit. Then the president swung around abruptly, and said, "How did he ever get into any school, in the first place?"

"In a way it was forced upon me," VanSyoc said, speaking gently. "One day while I was out, a self-appointed committee of the neighborhood busybodies gathered to peer over my yard fence at Harry. They observed him (he was fully clothed, thank heavens) riding his tricycle in and out among the dahlias. Then, after he had roller-skated around the curbstone of the fishpond, the good women scurried off to seek out the truant officer."

The speaker smiled wanly. "I protested at first," he continued, "but only weakly, because I realized immediately how valuable such trained supervision of Harry would be. So I said he might go as long as he wasn't upset by it."

He shrugged. "At clay modeling he had no equal in the first five grades. At finger-painting he was not beaten until much later — in the tenth grade. Baton-twirling. . . . Scrapbook-making. . . . And on the trampoline and the horizontal bars he has yet to meet his match. In view of marked excellence in these subjects, he was put in the sixth grade — to be with his age-mates, we were told."

Dr. Mealy's hands trembled slightly, but his voice held firm. "And he came through the last eight years by just sitting quietly and staring at the teacher?"

"Well, there was also the consistent 60 per cent on the true-or-false tests."

The president could only glare at VanSyoc, before he turned tiredly to Mr. Timms. "Here," he said, handing the registrar a folder, "Take a look at Harry's psychological battery — it was marked for machine scoring somewhat like a true-or-false test."

Timms took the folder and pawed through it desperately, reading, shuffling, scrutinizing.

"Well?" Dr. Mealy waited.

"He's in the lowest decile."

"So?"

"He isn't eligible for a scholarship."

"Scholarship? To blazes with the scholarship! What else?"

Mr. Timms turned scarlet, the color beginning with the chafed place at his throat and inching up to the roots of his hair. "Well," he ventured, "He wouldn't be admitted to Harvard."

"Harvard?" Dr. Mealy's whisper was no more natural than a shout would have been. "I don't care about Harvard. What about Pickering College?"

"He can enter Pickering," Timms said feebly.

"Ridiculous!" Mealy growled. "It's an outrage!"

"Yes sir," Timms agreed.

After a brief silence, during which Timms tried to auger the toe of his shoe into the heavy carpet, Mealy suddenly said, "Is there no technical way . . .?"

"Not that I know of, sir," Timms said. "It will take action by the regents to change the requirement, and probably as long for a court decision."

Dr. Mealy turned to VanSyoc. "I don't suppose you'd agree to hold Harry out until such action could be taken."

"No, sir."

"All right." The president's great hands fell to his sides. "I can see no way to prevent it. But be assured, Mr. VanSyoc, that we are going to drop him just as soon as we find a legitimate way to do it."

"That's fair enough." VanSyoc rose to leave.

President Mealy cleared the desk in front of him, as though to put his head down on it, but a distant clamor — from a pep rally, it seemed — filtered faintly into the office and roused him. He listened a moment, then turned again to his caller. "One last request, Mr. VanSyoc," he said. "Might we hear how all this began? How did this . . . creature — Harry — and his wealth come to you?"

Above the rising commotion from outside, VanSyoc told them. "He was assigned to my care by Frank and Cleo Webster — you probably know their books in anthropology, biology, and the like — they were killed while flying back from an expedition. They had just discovered a species of Borneo orang-outang — a taller species, less quadrupedal, without the fibrous tissue that usually broadens the face, nor . . ."

"Yes, yes." Dr. Mealy said. "We wouldn't understand the technical side. But please go on."

VanSyoc stirred uneasily. The disturbance outside was growing louder. But neither Mr. Timms nor Dr. Mealy took note of it, so he continued, hurriedly. "The will was very recent and very specific," he said. "It called for a fixed sum each year for Harry as long as he lives." VanSyoc moved toward the door.

"It's all explained," Timms said, as if it mattered. "The Websters adopted a pet."

"Yes," Dr. Mealy added. "The rest is quite clear. Good day, Mr. VanSyoc." The breath went out of the Pickering president like air from a deflating balloon, and he put his head down on his desk.

The din outside increased as VanSyoc neared the door of the Ad Building. Chattering young file clerks and typists were hurrying toward the entrance. VanSyoc pushed past them and went out. As soon as the heavy door swung shut behind him, he found himself caught in the maelstrom.

The lawn was packed with swirling undergraduates, predominantly male. There was chanting, shouting, cat-calling — by groups, in turn. Freshman caps were bandied about on every side. Varnished paddles bearing fraternity emblems were also in evidence. But dominating the scene were the placards. "WE WANT HARRY!" one stated, in catsup-red letters a foot high. Another blazoned,

"SIGS WANT HARRY!" And another, "HARRY IS A KAPPA!"
And still another pleaded, "LAMBdas NEED YOU, HARRY!"

VanSyoc pushed through to a disgusted-looking student who stood near a broken, trampled placard which read, "APES, GO HOME!"

"What's going on?"

"It's that ape," he growled. "All the frats are trying to pledge him. They're going crazy, rushing him."

"Pledge? Harry? Where is Harry?"

"Over in that elm tree, yonder." The boy's arm swung past a few policemen wrangling ineffectually with the fringes of the growing mob and stopped, pointing to the centre of the uproar.

Freshman Harry was perched in the tree, hanging on with one hand and one foot, just out of reach of a hundred clutching hands. Not one, but three cigarettes protruded from his lips, tucked there, side by side, so firmly that they did not waver when he tipped his head to drink from a bottle of beer that he held in his free foot. His free hand, meanwhile, alternated between removing his tailored garments, one by one, and dropping them to the crowd. Then, after he dropped a piece of clothing, he pounded exultantly on his already-exposed chest.

His ascot, vest, and coat were gone. Even while VanSyoc looked on, the doeskin moccasins went to the crowd, and the man shuddered to remember that all his fears in the president's office had become reality. "Stop it, Harry," he shouted, but his voice did not carry past the nearest half-dozen of those around him.

Tossing his coat behind a shrub, he pushed his way around the fringe of the mob, toward the downtown side, from which he heard the sound of approaching sirens. His necktie was gone when he reached his objective, and his shirt was torn, but he got there just as six loaded squad cars and four fire engines rumbled up.

"Hey," he shouted to the man who seemed to be taking charge, "Hey, that orang-outang is mine. Please don't let anything happen to him."

Waving his men into action, the chief answered, "Sure, sure, mister. Nothing'll happen to him — if we get him first."

Fire hoses were coupled and swung into use. In minutes the drenched crowd began to move. "Please," VanSyoc shouted to the men on the hoses, "Please don't let any of the water get to Harry — it'll drive him frantic." But no one heard him in the rush. And while Harry himself was yet untouched, the mob's strange behavior had struck fear in him, and he crouched, gibbering, in the elm.

The indifferent play of water nearer and nearer to Harry's perch finally drove VanSyoc into action. Wrenching a two-foot paddle from its drenched bearer, he charged into the crowd toward the elm. As though waiting for a leader, half a dozen policemen fell in behind him, and they cleared a path, sending undergraduates sprawling to right and left.

"Harry," VanSyoc yelled. "We're coming."

As they reached the tree, one of the fingers of water moved carelessly toward the limb where Harry clung. "Jump, Harry! Jump!" VanSyoc pleaded. "It's me, Harry. Jump!"

The orang-outang dropped onto his guardian's chest, and the impact sent them down in a heap. "Pa-pa." Harry mouthed. "Papa."

After the last student was routed, and nothing remained on the trampled lawn but broken placards in the puddles of water — and here and there a fragment of clothing — Winston VanSyoc led Harry into the Ad Building, where they filled out a routine cancellation-of-enrolment form and left it with the clerk. After "Reason for Withdrawal": VanSyoc wrote: "conflict of interests". This done, they went out a side door and down a shrub-hidden walk toward the parking lot at the rear of the building.

VanSyoc's coat had been stolen. His shirt was in shreds, and his imported slacks were caked with mud to the knees. Harry was cleaner, although he wore only a diaper. This lack of clothing bothered him not at all, however. It was cool and quiet going down the walk, and he clung contentedly to VanSyoc's hand.

But as they passed a cluster of windows at the rear of the building, rising voices came to them from a secluded office inside. "But he can't, possibly," Timms' voice said.

"Who can say?" Dr. Mealy's voice replied.

A strange voice joined in. "Yes, who can say. There will be several courses where he should do quite well. In art, for instance, for he paints quite creatively, the record says. And the band will want him for baton, and there's 'Games for the Primary Grades,' for example — and physical education, of course, for he's a natural gymnast."

"But he can't possibly pass the required load," Timms said.

"Stop saying that, Timms." Dr. Mealy's voice was high and breaking. "We don't know what he can't do. All we know is what he can."

"But they wouldn't dare pass him." Timms was sticking tenaciously to his guns.

"And yet," the strange voice added, "he can make 60 on any true-false test."

"And what if they should pass him?" Dr. Mealy cried. "Oh, God, what if they should?"

The voices subsided as Harry and his friend neared the end of the shaded walk, where now stood the familiar limousine, its rear door open and Clarence standing beside it, waving his chauffeur's cap.

Harry dropped VanSyoc's hand and rushed on ahead, going to all-fours in his haste and preoccupation. "Pa-pa." he puffed happily. "Pa-pa, Papa, Papa."

LEARNED SOCIETIES — 1962 — DAYS OF MEETINGS
at McMaster University

| ORGANIZATION | May | | | | | June | | | | | June | | | | | June | | | | |
|--|-----|----|---|---|---|------|---|---|---|---|------|----|----|----|----|------|----|----|---|--|
| | W | T | F | S | M | W | T | F | S | M | W | T | F | S | M | W | T | F | S | |
| Canadian Association of Geographers | 30 | 31 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | |
| Canadian Psychological Association | x | x | x | x | x | | | | | | | | | | | | | | | |
| Nat. Conference of Can. Universities & Colleges | x | x | x | x | x | | | | | | | | | | | | | | | |
| Canadian Mathematical Congress | | | | | | | | | | | | | | | | | | | | |
| Royal Society of Canada | | | | | | | | | | | | | | | | | | | | |
| Can. Assoc. of Directors of Extension and Summer Schools | | | | | | | | | | | | | | | | | | | | |
| Can. Assoc. of Professors of Education | | | | | | | | | | | | | | | | | | | | |
| Can. Catholic Historical Association | | | | | | | | | | | | | | | | | | | | |
| Royal Meteorological Society, Canadian Branch | | | | | | | | | | | | | | | | | | | | |
| Canadian Association of Physicists | | | | | | | | | | | | | | | | | | | | |
| Canadian Historical Association | | | | | | | | | | | | | | | | | | | | |
| Canadian Society of Zoologists | | | | | | | | | | | | | | | | | | | | |
| Humanities Research Council | | | | | | | | | | | | | | | | | | | | |
| Canadian Political Science Association | | | | | | | | | | | | | | | | | | | | |
| Canadian Institute of International Affairs | | | | | | | | | | | | | | | | | | | | |
| Social Science Research Council | | | | | | | | | | | | | | | | | | | | |
| Political Science Assoc., Can. Statistical Conference | | | | | | | | | | | | | | | | | | | | |
| Humanities Association | | | | | | | | | | | | | | | | | | | | |
| Assoc. of Can. Schools of Commerce & Business Administration | | | | | | | | | | | | | | | | | | | | |
| Assoc. of Can. University Teachers of English | | | | | | | | | | | | | | | | | | | | |
| Canadian Association of University Teachers | | | | | | | | | | | | | | | | | | | | |
| Classical Association of Canada | | | | | | | | | | | | | | | | | | | | |
| University Counselling and Placement | | | | | | | | | | | | | | | | | | | | |
| Can. Conference University Schools of Nursing | | | | | | | | | | | | | | | | | | | | |
| Canadian Philosophical Association | | | | | | | | | | | | | | | | | | | | |
| Assoc. of Can. University Teachers of French | | | | | | | | | | | | | | | | | | | | |
| Can. Assoc. of University Teachers of German | | | | | | | | | | | | | | | | | | | | |
| Canadian Association of Slavists | | | | | | | | | | | | | | | | | | | | |
| Canadian Linguistic Association | | | | | | | | | | | | | | | | | | | | |
| Canadian Association of Law Teachers* | | | | | | | | | | | | | | | | | | | | |

* at Osgoode Hall, Toronto.

COMMITTEE ON TENURE PRACTICES

A Committee on Tenure Practices has been set up, with Roger Verschingel, Department of Chemistry, Sir George Williams University, as chairman. The other members are Maurice Bouchard, Department of Economics, University of Montreal and G. L. d'Ombrain, Department of Electrical Engineering, McGill University. The committee is to make a survey of current practices with regard to tenure and dismissal, and hopes to have a tentative report for the Council meeting in June. Questionnaires were sent by the Executive Secretary to secretaries of local associations on 22 March 1962.

ACADEMICS IN POLITICS

A C.A.U.T. committee has been formed to consider the problem of academics accepting political nominations or office. The committee's members are H. S. Gordon (chairman), T. N. Brewis and D. C. Rowat, all of Carleton University. Their report to Council is as follows:

Members of the academic profession ought to be free, as are members of any other profession, to enter public life. There is an obligation upon the university as an institution to see to it that there are no impediments in the way of an academic with such a desire. The Committee recommends:

1. For the period of an active election campaign, say six weeks, a nominee who is a university teacher ought to be granted leave of absence with full pay. A member of a university teaching staff who seeks such leave ought to try to the best of his ability so to arrange his leave and his duties that the effects of his absence from classes will be minimized.
2. A member of a university teaching staff who is elected either to the federal parliament or to a provincial legislature ought to be allowed extended leave during the life of the legislature to which he is elected or for a period of four years, whichever is the longer.

Similarly if elected to a full-time municipal office (such as that of mayor) or if appointed to a full-time public office with a limited term, he should be granted leave during his term of office.

3. During the period of his extended leave, the university teacher who has accepted public office should be entitled to the normal rights of academic leave, such as the right to continue to make payments under his pension plan (although not to claim payments from the university), and to continue his own contributions to other benefit plans.
4. On the conclusion of his period of public service, the academic should be entitled to reinstatement without loss of rank.
5. These conditions ought to be looked upon as being minimum conditions and ought not, in any way, to preclude the making of other mutually acceptable arrangements, as for example arrangements for part-time teaching where it is practicable.

**Academic Planning Board
University of York, England**

INTERIM REPORT, APRIL 1961

Chairman of the Academic Planning Board

The Rt. Hon. Lord Robbins, C.B., M.A., B.Sc., D.Litt., F.B.A.

Members

Professor W. Mansfield Cooper, LL.M.

Sir Francis Hill, C.B.E., M.A. LL.M., Litt.D., F.S.A., F.R. Hist. S.

Professor Sir William Hodge, M.A., Sc.D., F.R.S.

Lady Ogilvie, M.A., LL.D.

H. Oldman, M.A.

Professor J. G. Wilson, M.A., Ph.D., F.I.P.

Secretary

J. P. West-Taylor, M.A.

His Grace the Lord Archbishop of York,

Chairman, University of York Promotion Committee.

Your Grace,

We have the honour to submit herewith a report on the progress of our activities to date.

We were appointed in September 1960. We first met in October and since then we have met six times. We have also visited York to inspect the University site and to meet informally the members of the York University Promotion Committee. Our Chairman has paid other visits to York, and outside our regular meetings there has been activity relating to the selection of a name to be recommended for the Vice-Chancellorship.

Our labours to date have been directed chiefly to the selection of a name to be recommended for the Vice-Chancellorship, and to the discussion and determination of such problems as are involved by the preparation of a draft charter and the inauguration under the future Vice-Chancellor of the activities necessary to the starting of the University at an early date. It will be seen, in inspection of our terms of reference (which are reproduced in an annexe), that certain functions there assigned to us, such as the actual preparation of the petition and the draft charter, and the selection, in consultation with local sponsors, of the persons to be named as the first governing body and professors of the principal subjects, are as yet undischarged. But we conceive that we have now reached a point at which it is desirable that our recommendations should be laid before the Promotion Committee and the University Grants Committee before proceeding further to the drawing up of detailed drafts and the arrangement of particular appointments.

The following sections set forth our approach to the problems we have considered, and the general nature of the solutions we have reached. A concluding section provides a concise summary of our recommendations.

I. CHARTER

The first question which presents itself is whether the proposed University should eventually have a charter. We have considered this question and are agreed that nothing less than a Royal Charter would be suitable for the dignity of the University of York. But it is clear that some time must elapse before a charter can be prepared and granted; and since, as we shall argue later, it is desirable that the activities of the University should be initiated as soon as possible, we

recommend that to this purpose, pending the granting of a charter, it would be desirable to constitute a Trust, or alternatively a Company limited by guarantee, which should bear the legal responsibilities of the University and be empowered to receive and administer finance.

II. CONSTITUTION OF THE UNIVERSITY

The next question is the form of constitution to be embodied in the charter. In this connection there are two main problems to be considered: —

- (A) the nature and constitution of the ultimate governing body, and
- (B) the nature and constitution of the academic governing bodies.

(A) *The Nature and Constitution of the Ultimate Governing Body*

We accept the principle that it is desirable that the ultimate governing body of the University should be separate from the academic governing bodies and that, while containing strong academic representation, it should contain a majority of non-academic members. We think that in an age in which the sources of a large proportion of university finance are from the public purse only constitutions of this nature will commend themselves to public opinion as providing adequate safeguards for the proper expenditure of public money. At the same time, however, we would emphasize that it is a good tradition of British universities that governing bodies so constituted should, in the normal course of events, act chiefly upon recommendations passed up to them from the academic sphere, and that their function should be conceived as that of adjudicating between alternative academic suggestions, and giving practical effect to such suggestions which survive, rather than enforcing from above policies which are alien to academic opinion.

The usual form in British universities constituted on this basis is that of a Court, meeting at comparatively infrequent intervals, say, twice a year, and working chiefly through an executive Council meeting much more frequently. We see no reason to depart from this model. But there are two points that we wish to emphasise in this connection.

First, as regards the Court itself. We take it for granted that it must contain a minimum representation of the academic body and also of the local authorities who have taken a special interest in the formation of the University. But we should regard it as appropriate

to a university of the standing to which York naturally aspires that recruitment should be on a very broad basis, and that provision should be made to secure the help of figures of national standing in the various branches of activity in which the University is interested. We think, for instance, that places might be reserved for nominees of the Royal Society and the British Academy.

Secondly, as regard size. We are inclined to favour some upper limit to the size of the Court itself, say, 100. But the point which we wish to stress is the desirability of limiting the size of the Council, where we are convinced that something not too large to permit intimate discussion is essential. Accordingly, we definitely recommend that the Council should not exceed 21 persons, excluding officers; and in order to make more precise our conception of its constitution we recommend that it should consist of 6 academics, 5 members nominated by local authorities (2 by York City Council and one by each of the three Ridings), and 10 others (5 elected by Court and 5 by Council). During the period in which the Academic Advisory Committee is in existence, these numbers will be supplemented by its 4 representatives indicated below. (VI) (iii) (a))

(B) *Constitution of the Academic Governing Bodies*

On the academic government of the University our proposals have greater novelty. Current discussion of the problem of academic government ranges from claims for pure 'democracy', involving the determination of all academic questions by a body representative of all the teachers, to the counter-claim that effective power can only suitably be exercised by the full professoriate. We think that each of these extreme positions is untenable. Clearly, nothing but confusion and ill-feeling can result from arrangements which permit the discussion of appointments, promotion and suchlike matters by a 'democratic' body. But against this, experience tends to show that there is a very positive gain to be derived from the full participation of all the members of the teaching body in the shaping of matters of policy other than these: and there can be no doubt that the opportunity for such participation — the fact that an outlet for initiative and criticism exists — tends to produce a harmonious academic atmosphere.

We therefore suggest that there should be two main academic governing bodies; first, a Professorial board, consisting of all the

professors of the University, whose special function it should be to advise Council upon all academic appointments and matters relating to salaries and promotions; and secondly, a General Board, which perhaps in the early years might consist of the whole academic staff of the University holding life tenure of the grade of lecturer and above plus the wardens of the colleges discussed below, but which, as the University grows, should become an elected body with proportional representation of grades of staff. This should have power to advise the Council on matters other than those involving appointments and finances. Its main work should be done through a General Purposes Committee which from the outset should be based upon proportional representation of academic staff. The Vice-Chancellor would preside at meetings of both the Professorial Board and the General Board.

We think that the Professorial Board should have the further function of transmitting to the Council the recommendations of the General Board and commenting upon them, but apart from the limitations implied above the power of the General Board to discuss any matter or thing pertinent to the University would not be limited.

A schedule of the types of powers which these two Boards might exercise is set out in the appropriate section of the summary.

There arises the further question of the structure of minor administrative bodies of which the General Board is the apex.

We do not favour a rigid organisation into separate faculties. Regulation as regards individual subjects or closely related groups of subjects is, in our opinion, best dealt with by Boards of Studies consisting of the teachers concerned; and where subjects are associated for teaching and examination purposes in groups which may be described as Schools, we think that the appropriate arrangements can best be provided by joint committees again consisting of the teachers concerned. It may be that for some purposes the General Board will need to work through bodies representative of divisions covering science, social studies and arts — the fields recommended below. But when this is so, we conceive that the appropriate organs would be sub-committees of the General Board with as little emphasis on divisions between broad groups as possible.

The maintenance of discipline would, in the first instance, be the responsibility of the Vice-Chancellor, whose powers would include

the power of immediate suspension pending the operation of the normal disciplinary machinery, which would probably involve a sub-committee jointly composed of representatives of the academic staff and the Council.

III. FIELDS OF STUDY AND THE NATURE OF DEGREE COURSES

We now turn to the main problem of the nature of the academic activities of the proposed university, at any rate in its early stages. This involves three questions:—

- (a) the levels of training and research
- (b) the length of degree courses
- (c) the composition of degree courses.

(A) *The Levels of Training and Research*

It is our considered judgement that, for the outset, the University should aim at making provision for undergraduate and for graduate studies, the latter to include training as well as research. We stress the importance of this conjunction for two reasons.

In the first place, as is well known, there exist already at York embryonic graduate institutions in history and architecture, and it is believed that private support could be found on a fairly substantial scale for the institution of research activities in social studies.

But secondly, even more important, we believe that the simultaneous creation of facilities for both grades of study is the solution, at any rate in part, of the vexed question of excessive specialisation at an early stage. We discuss this matter further below. But at this stage it is perhaps pertinent to remark that if the teachers in the various departments have an outlet at graduate school level for their desire to participate in highly specialised research and teaching, it should be much easier to demand of them, at the undergraduate stage, that they should restrict their activities to forms of teaching which are appropriate to the needs of their pupils. Some at least of the evils which are associated with the systems of honours degrees in vogue in many universities spring from the fact that there is insufficient scope for teaching and research beyond the first degree.

(B) *The Length of Degree Courses*

As regards the length of the first degree, despite the practice of most of the rest of the civilised world, we bow to the alleged necessities of the present financial situation and agree that the length of the normal undergraduate course should be three years. We venture to suggest, however, that without undue expansion of national financial commitments some approach to the superior system of a four-year degree course might be made if students of proved ability could be allowed to pursue their training for another year. We therefore recommend that students who at the end of three years are classified as firsts or upper seconds should be allowed to proceed forthwith to take a master's degree by papers after one year's further training. (Provision should also be made for a student who has failed to obtain a first or upper second to study for a master's degree in one year on recommendation by his professor.)

We believe that such provision would have a double advantage. It would permit the more specialised training of students who had proved themselves capable. At the same time, by making this provision, it should permit the devising of three-year courses for the first degree with a broader basis than that which would be desirable if all specialised training had to be fitted into this period.

We recommend that this same opportunity of taking a master's degree in one year by papers should be afforded to students from elsewhere who have achieved similar classification in their undergraduate study. We attach importance to such a provision which we hope may eventually be adopted generally by the universities of this country, thus providing for a degree of inter-university mobility which could have great value. Apart from these special cases, we recommend that the course for the master's degree should be two years, for both internal and external graduates. We do not at this stage pre-judge whether the master's degree should be taken exclusively by papers, or by papers plus a dissertation.

Beyond this, there should be facilities for the doctor's degree to be taken after a further two years' study, and also the usual provision for higher doctorates. It is a matter for discussion whether a master's degree should be regarded as an essential precondition for proceeding to the doctorate. Having regard to the varied origin of the graduate students whom the University of York might hope to attract, there is much to be said for a more flexible system of selection.

(C) *The Composition of Degree Courses*

The question of the composition of degree courses is a matter on which we think it undesirable to make very precise recommendations at this stage. In our judgement, any description in detail is better left until the nucleus of an establishment of teachers has been appointed. But we have certain broad recommendations to make.

First, we hope very much that the requirements for the different degree courses will not involve undue specialisation at the first degree stage. We recognize that the degree of specialisation which may be necessary varies from subject to subject. But, in general, we hope that the courses will be devised so as to require knowledge of more than one narrow field.

Nevertheless, we do not recommend the institution of completely general degrees. We think in any case the term 'General' should be avoided because of the bad odour which has come to be associated with many existing degrees so designated. But, apart from the question of nomenclature, we do not favour courses which provide no centre of gravity for the student, and which, for that reason, often impose greater strain on the less well-equipped than courses which are more closely integrated.

Our preference is rather for a series of courses, each involving what the Americans call a major subject, but involving at the same time the study of suitably grouped subsidiaries which in one way or another have some intellectual bearing on the major subject. Arrangements of this sort seem to us to be commended as avoiding both the narrowing effect of extreme specialisation and the lack of purpose of extreme generality. They make it possible for the student to belong to a departmental organization based on his major subject, but at the same time to be in touch with other subjects and other interests outside that immediate field.

Courses of this sort would almost inevitably cut across the traditional divisions into large faculties. Thus, it might well be thought desirable that students majoring in a science subject should have the option, *inter alia*, of taking subsidiaries in, say, Economics or Philosophy, or even a foreign language. Students majoring in Philosophy might take subsidiary subjects in natural science or social studies. This is one of the many reasons why we have recommended against the general organization of the University into watertight faculty groups.

Arrangements for co-ordinating the examination and teaching arrangements for the various degree courses are clearly necessary. But, as we have said above, we think these Schools, as they might well be called, can best be catered for by *ad hoc* inter-subject organizations.

On this basis we venture tentatively to suggest that in the early years provision might be made at the undergraduate level for the teaching of major subjects in English, History (including Economic History), Philosophy, Russian, Geography, Politics, Economics, Social Administration, Statistics, Mathematics, Physics, Chemistry, and Biology. Each of these 'major' subjects might well figure with appropriate modification as a subsidiary in other Schools. Additional subsidiary subjects might well include Archaeology, Architecture, Modern European Languages, Music, Drama, and Psychology. Latin and Greek are not included at this stage as specific subjects, but it is intended that the study of classical literature should be associated with the study of such subjects as archaeology, architecture and drama, and that appointments should be made with this in mind. It would be desirable to investigate the possibility at a later stage of a degree in Education.

It would be desirable, as we have indicated above, that the same range of subjects should be studied at the graduate level, and here we envisage from the start the incorporation within the University of the existing graduate institutions — the Borthwick Institute of Historical Research and the Institute of Advanced Architectural Studies. There would also be subjects the study of which might appropriately begin at graduate level. We have in mind particularly Sociology and International Relations.

IV. RESIDENCE AND THE COLLEGIATE SYSTEM

We turn now to problems of residence and the organization of student welfare.

We think it desirable to state emphatically that we hope that from the outset the University will aim at providing a substantial degree of residential accommodation. By this we do not intend to suggest that UGC grants should be invoked to provide more than a certain proportion. We recognize that this is out of the question. But we should certainly hope that the desirability of residence in University quarters for up to 50% of the students should be accepted as a goal within the UGC provisions; we do not exclude the possibility of accommoda-

tion beyond thus being secured by some appeal to private donors. We do not think that it is sensible or desirable to contemplate anything like 100% residence, which would go far beyond what is possible at the best-equipped universities nowadays. But we do think that for the undergraduates of the present age, often lacking in family background conducive to studious habits and cultural interest pursued in common, residence is a part of the benefits of a university education whose value can scarcely be overstressed.

In this connection, we have been urged to consider the possibility of starting the University from the beginning on the basis of a collegiate system. We have given very serious thought to this proposal, and our conclusions are as follows.

If, by collegiate system, there is to be understood something analogous to the system, prevailing at Oxford and Cambridge, of corporate entities having independent financial resources and autonomy of their own, with the right of appointing teachers and electing their own wardens, provosts or whatever the head of the society may be called, then we do not think that such a system is either practicable or desirable. It is not practicable in that we cannot believe that the public funds which would be available in a university of the size which is contemplated could properly be passed on to bodies of this degree of autonomy without great waste and overlapping. (The peculiar conditions prevailing in London, whereby a central organization passes on public money to semi-independent colleges, each as large as universities elsewhere, is obviously *sui generis* and not a model for anywhere else). Moreover, even if it were practicable, we doubt whether it would be desirable. Even to this day, the universities of Oxford and Cambridge have not entirely extricated themselves from the administrative problems to which the peculiar nature of their system has given rise in the modern age. We believe strongly in the virtues of academic decentralisation; but we doubt whether, for many purposes, the college is the appropriate unit.

Nevertheless, we do believe that it should be possible in this new foundation to transcend in many respects the arrangements of the usual hall of residence. We think that it is desirable, for instance, that on admission to the University each student should be allotted to a particular residence which might well be called a college, whether or not he at once takes up residence there. We would hope that there would be provision for communal meals on a collegiate basis, and

communal social activities — football teams, musical societies, and so on. We should hope that there would be residential accommodation in each college not only for a warden of senior standing but also for a body of teachers who could be intimately associated with the student body concerned, if not always with their academic training, at least in the capacity of supervisors, performing the functions of what are sometimes described as 'moral tutors'. Further we recommend that every member of staff should be assigned for dining rights to a particular college. We believe that in this way it would be possible to build up round each college a body of tradition and loyalties which would carry with it many of the social advantages of the older collegiate system without entailing its obvious academic duplications and rigidities.

V. NUMBERS AND STARTING DATE

We have not given detailed consideration to the problem of the ultimate size which the University should aim at. We are inclined to doubt whether anything much beyond 3,000 should be assumed, at any rate in the first fifteen years. But the attainment of this figure is clearly so far distant, and so many changes of outside environment and possibilities of internal adaptation will have revealed themselves in the interval, that we attach no great importance to this estimate.

Much more important is the problem of the date at which it would be possible to begin any teaching activities, and the rate at which recruitment could proceed.

It is obvious that the erection of even the first buildings on the Heslington Hall estate must take a considerable time. It would be optimistic to expect the availability of substantial *new* accommodation therefore before the autumn of 1965 at the earliest. But we think it should be possible to make a beginning with the accommodation already available there and in the city; and, subject to a condition upon which we enlarge below, we believe that, if it were possible for the prospective Vice-Chancellor forthwith to begin the recruitment of a nucleus of staff, a beginning might be contemplated in 1963. It would be hoped to take in 200 students in that year, and the subsequent entries would be increased as rapidly as possible.

All this, however, is contingent upon the availability of sufficient accommodation; and the developments sketched above could only take

place if, in addition to what use can be made of existing institutes in the city and of Heslington Hall, there were made available, for the use of the University, accommodation at the *King's Manor*. Through our Chairman we have already made informal representations to this effect to members of the Promotion Committee and the City Corporation. We will only add here that it is a matter to which we attach the utmost importance.

VI. MAINTENANCE OF STANDARDS

Our terms of reference ask us to make suggestions regarding arrangements in the early days of this new foundation whereby the Universities may be assured of the maintenance of satisfactory academic standards.

To this end we suggest the adoption of an arrangement which has already been adopted elsewhere, namely, the setting up, for an interim period, of an Academic Advisory Committee, whose constitution should be written into the Charter. The duties which we would assign to this body are detailed in the summary below (Maintenance of Standards). We would only say here that while we should expect such a body to have an important role to play during the formative years of the University, we should confidently expect that its functions would rapidly become superfluous; and we should hope therefore that provision for its ultimate dissolution should be included in any specifications of its status in the Charter.

VII. NOMINATION OF VICE-CHANCELLOR

We have already made our recommendation in this respect, and it gives us assurance for the future of the new University that this recommendation has been accepted. We have had the benefit of consultation with Lord James of Rusholme in the last stages of the drawing up of this report.

VIII. SUMMARY OF RECOMMENDATIONS

The recommendations indicated in the preceding sections are summarised in what follows with the appropriate specification, where necessary, of detailed functions.

(I) CHARTER

The University should apply for a Royal Charter. Until that is granted it would be desirable to form a Trust or Limited Company under which University activities could be carried on.

(II) CONSTITUTION OF THE UNIVERSITY

(A) *The Ultimate Governing Body*

(i) There should be a Court with power to regulate all matters concerning the University except as otherwise provided by Charter or Statutes. It should comprise academic, national and local representatives. There should probably be an upper limit on size of, say, 100.

(ii) The executive body of the University should be the Council having charge of the Common Seal and exercising such powers authorized to be done by the Court as may be assigned to the Council by Statute or by the Court, including the right:—

- (a) to nominate the Vice-Chancellor after consultation with the Professorial Board;
- (b) to elect, after report from the Professorial Board, professors, etc.;
- (c) to institute, after report from the Professorial Board, teaching offices;
- (d) to govern and manage finances;
- (e) to invest monies, etc.

It should number 21 persons (excluding officers) consisting of 6 academics, 5 from local authorities (2 from York City Council and one from each of the three Ridings), and 10 others (5 elected by Court and 5 by Council). To these would be added 4 representatives of the Academic Advisory Committee while it is in existence.

(B) *Academic Governing Bodies*

(i) There should be a Professorial Board, consisting of all the professors of the University, with the following powers:—

- (a) to express an opinion on any matter or thing pertinent to the University and its affairs;
- (b) to receive, comment upon and transmit to the Council all recommendations and reports of the General Board.

- (c) to advise Council upon all academic appointments and salaries.
- (ii) There should be a General Board with the following powers:—
 - (a) to express an opinion on any matter or thing pertinent to the University and its affairs;
 - (b) to consider and advise upon all matters referred by the Council and the Professorial Board;
 - (c) to transmit to the Council and Court for enactment regulations and ordinances relating to courses of study;
 - (d) to appoint internal, and recommend the appointment of external, examiners;
 - (e) to formulate, modify and revise schemes for the organization of Boards of Studies and Schools;
 - (f) to regulate, subject to the ordinances of the University, the admission of persons to the University.

In the early years, the General Board should consist of the whole academic staff of the University holding life tenure of the grade of lecturer and above; plus wardens of colleges, but in later years it should become an elected body with proportional representation. Its main work would be done through a General Purposes Committee, which from the outset should be based upon proportional representation of academic staff. The Vice-Chancellor would preside at meetings of both the Professorial and the General Board.

(iii) *Subsidiary Academic Bodies*

- (a) There should be Boards of Studies to recommend to the General Board regulations dealing with specific subjects.
- (b) There should also be joint committees of the subjects concerned to deal with arrangements for teaching and examinations in the various degrees, hereafter called Schools.
- (c) The General Board might find it appropriate to have sub-committees dealing with matters generally relating to science, social studies and arts respectively. But arrangements tending to rigid separation should be avoided.

(iv) The maintenance of discipline would, in the first instance, be the responsibility of the Vice-Chancellor.

(III) FIELDS OF STUDY AND THE NATURE OF DEGREE COURSES

(i) *Levels of Training and Research*

The University should provide from the outset facilities for study at both the undergraduate and the graduate level.

(ii) *Length of Degree Courses*

- (a) The first degree should take three years, but there should exist provisions whereby students who are classified as firsts or upper seconds could proceed to the master's degree by papers in a further year.
- (b) The same facility should be extended to students from elsewhere having similar qualifications. For others the course for the master's degree should be two years.
- (c) The Doctorate should involve at least two years' study. It is a matter for discussion whether students should be allowed to proceed to the Doctorate without the qualification of a Master's degree.

(iii) *The composition of Degree Courses*

- (a) It is hoped that while avoiding the dispersion and lack of co-ordinated teaching of the completely general degree, the courses in most Schools at least would provide for a due spread of integrate subsidiary subjects.
- (b) The various Schools would therefore consist of one major subject round which was grouped a suitable range of subsidiaries. The exact nature of each School is a matter to be worked out at a later stage. But it should be noted that the general conception involves the association of subjects usually classified as belonging to separate faculties.
- (c) On this assumption the following is a provisional list of possible major subjects: English, History (including Economic History), Philosophy, Russian, Geography, Politics, Economics, Social Administration, Statistics, Mathematics, Physics, Chemistry, Biology.
- (d) Each of these major subjects might also serve among the subsidiary subjects of other Schools. Additional subsidiary subjects might include Architecture, Modern European Languages, Music, Drama and Psychology.

- (e) Latin and Greek are not included at this stage as specific subjects, but it is intended that the study of classical literature should be associated with the study of certain subjects.
- (f) The possibility of a degree in Education should be investigated.
- (g) At the graduate level provision should be made for the study of the subjects listed in (c) and (d) above, as well as for the study of further subjects best left till this stage, e.g. Sociology and International Relations. The incorporation of the Borthwick Institute of Historical Research and the Institute of Advanced Architectural Studies within the University is envisaged from the start.

(IV) RESIDENCE AND THE COLLEGIATE SYSTEM

(i) We think that from the outset the University should aim at providing residence, though we recognize that 50% is the probable upper limit to be allowed on UGC grants.

(ii) We have considered the proposal to develop the University on a collegiate basis. We do not think a full college system on the model of the ancient universities is practicable or desirable. But we think that a considerable advance could be made on the usual conception of halls of residence and, in ways which we suggest above, we believe that the advantages of a collegiate system could be secured without its disadvantages.

(V) NUMBERS AND STARTING DATE

(i) We doubt whether the University should aspire to a size of over 3,000, at least within the next fifteen years.

(ii) We believe that, pending new buildings on the Heslington site, a start could be made in 1963 with perhaps 200 students, subsequent entries to be increased as rapidly as possible.

(iii) This is, however, contingent on an immediate beginning with the recruitment of staff, and

(iv) the availability, in addition to existing accommodation, of further space at the King's Manor.

(VI) MAINTENANCE OF STANDARDS

(i) For an interim period there should be an Academic Advisory Committee written into the Charter. It should be similar in size and

standing to the present Academic Planning Board, with the Vice-Chancellor of the University as an additional member, but not as its Chairman.

- (ii) Members should be appointed by Privy Council.
- (iii) The Committee would have the following functions:—
 - (a) to elect four members of the University Council;
 - (b) to have the right to advise either Council, the Professorial Board or the General Board on any academic matter, and to satisfy itself on the arrangements proposed for external examiners;
 - (c) to have the duty of nominating a person to serve on each committee that is formed to make recommendations for the filling of posts of professors, readers and senior administrative staff;
 - (d) to pass in review arrangements, and make suggestions, for the institution of courses, degrees and diplomas.
- (iv) Provision should be made in the Charter for an early dissolution of this body.

(Signed by Chairman and Committee members).

ANNEXE

The Board's terms of reference are:—

- (a) to consider the arrangements by which the Universities may be assured of the maintenance of satisfactory academic standards at the University, on the assumption that the University will award its own first and higher degrees;
- (b) to consider the range of subjects to be studied at the University during the first years of its existence, and the length and general character of the undergraduate courses;
- (c) to prepare a petition for a Royal Charter for the University and a draft of such a Charter, and to select, in consultation with the local sponsors, the persons to be named in those documents as the first governing body in the University;
- (d) to select and nominate, in consultation with the local sponsors, the first Principal of the University and, with his advice, Professors of the principal subjects.

NOTICE OF POSITIONS VACANT*

Mount Allison University, Sackville, New Brunswick. The Department of Geology invites inquiries from those with background and experience in Economic Geology to replace staff member on leave of absence. Appointment for the academic year 1962-63, with possible extension for further year. Preference will be given to those with Ph.D. and/or wide experience in Economic Geology. Salary dependent on qualifications and experience.

Applications, giving full particulars and references, should be addressed to the Head, Department of Geology.

University of Alberta, Edmonton. A vacancy exists for a graduate teaching assistant in the Dairy Science Department (Dairy & Food Microbiology). The successful candidate would be expected to devote up to a maximum of one-third of his time to student teaching, and to study for a M.Sc. or Ph. Degree, and accordingly must be admissible to the Faculty of Graduate Studies. The salary paid would be according to academic standing, but would be in the range of \$2100 to \$2400 for the 8-month academic session. In addition, a summer supplement of \$1000 is available for work during this period. Duties would commence preferably on 1 September 1962. Application forms should be obtained from the Dean of the Faculty of Graduate Studies.

University of Manitoba, Winnipeg. The Department of English invites applications for a position for the academic year 1962-63 as either Assistant Professor (salary floor, \$7000), or Associate Professor (floor, \$9000). The appointment will be made at a salary commensurate with experience and other qualifications.

Each applicant is asked to include with his letter of application a full account of his career and interests, a transcript of his university record, a recent snapshot, and three or more testimonials. Preliminary inquiries may be directed to the Head of the Department.

Applications and other documents should be sent to: Professor A. L. Wheeler, Head, Department of English.

*The *Bulletin* carries advertisements of staff vacancies free of charge. Advertisements of the availability of persons for appointment are carried at the usual rates. Advertisements should be sent to the C.A.U.T. National Office, 77 Metcalfe Street, Ottawa, Canada.

NOTICE OF PERSONS AVAILABLE FOR APPOINTMENT

Geographer: Ph.D. (1961) University of North Carolina. Twelve years' teaching experience. Age 34. Publications in Cartography. Current research: linguistic regionalism in India. Available, September 1962. Replies to Box No. 2, Canadian Association of University Teachers, 77 Metcalfe Street, Ottawa, Canada.

THE JUNE MEETING McMaster University

12 JUNE

| | |
|-------------------------|---|
| 9.30 a.m. to 12.30 a.m. | Council Meeting |
| 2.00 p.m. to 3.30 p.m. | Council Meeting |
| 3.45 p.m. to 5.00 p.m. | General Membership Meeting, to hear Professor Fritz Machlup (Princeton University), new President of the A.A.U.P. |
| 8.00 p.m. | Open Meeting. Panel discussion on: "How good are Canadian Universities?" |

13 JUNE

| | |
|-------------------------|-----------------|
| 9.30 a.m. to 12.30 a.m. | Council Meeting |
| 2.00 p.m. to 5.00 p.m. | Council Meeting |

NEW BOOKS

We would be glad to add your name to our New Book Information mailing lists and send you details of new books in your discipline as they are published.

Examination copies of our books are freely available on sixty days approval to all University teachers.

Please write to:

The College Department

Butterworths

1367 Danforth Avenue, Toronto 6, Ontario.

THREE NEW BOOKS

FOR SUMMER READING

PORTRAIT OF A PATRIOT by C. C. Trench

This recently published biography describes the political life of John Wilkes, a remarkable 18th century English parliamentarian and champion of the rights of the common man. Those rights now taken for granted — freedom from arbitrary arrest, freedom of election, freedom of the press — he fought for throughout a career of nearly forty years in politics. Illustrated with contemporary drawings and paintings. **\$6.50**

THE MEMOIRS OF JAMES II tr. A. Lytton Sells

This volume makes available for the first time important and hitherto unpublished material on the Stuart period and the Restoration. The manuscript deals primarily with James II's campaigns of 1652-1660 as Duke of York, and is taken from the only existing complete and accurate copy of his memoirs, which was discovered in 1954. **\$8.25**

THE HERCULEAN HERO IN Marlowe, Chapman, Shakespeare, Dryden by E. M. Waith

Professor Waith bases his illuminating criticism of 17th century drama on the classical figure of the tragic hero, as embodied in Hercules. He relates this to the "heroic" concept in Renaissance poetry, particularly *Tamburlaine*, *Antony*, *Coriolanus*, and other contemporary dramas. **\$4.50**

THE COPP CLARK PUBLISHING CO., LTD.

517 WELLINGTON ST. W.
TORONTO 2B



IN LOVE WITH A
CERTAIN NEW CAR?

BUY IT NOW WITH A
LOW-COST, LIFE-INSURED

SCOTIA PLAN LOAN

THE BANK OF
NOVA SCOTIA

Specializing in library books

CAMPION BOOK SHOP
Ltd.

1642 St. Catherine St. West
Montreal

WE. 5-1138

A Complete line of the best in literature

*An Outstanding Aid for
Learning Our Second Language*

THE CANADIAN DICTIONARY

French/English • English/French

CONCISE EDITION

- Compiled at the Lexicographic Research Centre, University of Montreal
- Editors are linguistic scholars of international reputation
- Constructed on classical principles; international in scope, national in its inclusion of 2,000 uniquely Canadian terms and usage
- New — concordance table of Canadian and European French speech sounds, vocabulary and idioms
- New — practical table of French verbs
- Examples illustrate points of grammar
- Canadian spelling and pronunciation

\$5.95

MCCLELLAND & STEWART
25 HOLLINGER ROAD
TORONTO 16

UNIVERSITIES OF EUROPE

by Anthony Kerr

A comprehensive analysis of universities and student life throughout Europe, surveying the practices in the different countries, and showing how each deals with the problems common to all and how higher education serves and is served by their varying economic, social and political needs. By the author of *Schools of Europe*.

\$4.75

CASSELL'S NEW ATLAS

"... achieves ... an up-to-dateness which is quite remarkable ... The lettering and colour printing give a clarity and legibility of a high standard ... The format of the atlas is also most convenient." *The Times Educational Supplement*

"... has everything that an atlas-browser could ever want to know, in the form he has come to expect that atlases should take." *The Globe and Mail*.

\$22.00



BRITISH BOOK SERVICE

(CANADA) LIMITED

1068 BROADVIEW AVENUE, TORONTO 6, ONTARIO.

RECENT MACMILLAN TEXTBOOKS BY CANADIAN UNIVERSITY TEACHERS

CANADIAN SOCIETY: Sociological Perspectives

Edited by Bernard R. Blishen, Frank E. Jones,
Kaspar D. Naegele and John Porter

\$7.50

THE CANADIAN ECONOMY: Selected Readings

Edited by John J. Deutsch, Burton S. Keirstead,
Kari Levitt and Robert M. Will

\$7.50

Paper \$4.25

CANADIAN ECONOMIC POLICY

By T. N. Brewis, H. E. English,
Anthony Scott and Pauline Jewett

\$5.50

Now available in paper at \$3.95

ENGLISH POEMS, 1250 - 1660

Edited by Sidney Warhaft and John Woodbury

\$2.75

THE MACMILLAN COMPANY OF CANADA Limited

70 BOND STREET

TORONTO 2

You are invited

to see our exhibit of scholarly books at the meetings of the Learned Societies at McMaster University in June.

Among important recent titles on display will be:

DESIGN FOR LEARNING:

Reports submitted to the Joint Committee of the Toronto Board of Education and the University of Toronto, edited by Northrop Frye. 160 pages, \$3.95

CANADIAN POPULATION AND NORTHERN COLONIZATION

edited by V. W. Bladen. Royal Society of Canada "Studia Varia" Series, No. 7. 168 pages, \$4.50

THE CANADIAN ANNUAL REVIEW FOR 1961

edited by John T. Saywell. 500 pages, \$15.00

THE LIFE AND TIMES OF CONFEDERATION:

Politics, Newspapers, and the Union of British North America by Peter B. Waite. 360 pages, \$8.50



UNIVERSITY OF TORONTO PRESS
Toronto 5, Canada



**this
summer,
smile
back
at the
Mona
Lisa**

NOW...new TCA Group Travel Fares make Europe as economical as an ordinary holiday—and twice as exciting! Travel round-trip with 25 or more friends of your social, professional, church or similar group . . . fly regular-schedule TCA DC-8 Giant Jets with stop-over privileges and flights between cities in Europe at no extra cost! Tickets must be purchased at least 30 days in advance. So discuss all the details with your travel agent or TCA soon!

Europe can be fun and full of excitement on a budget of between \$10 and \$15 a day and you can fly now—pay later! So start planning—get set to go.

MONTRÉAL-PARIS **\$305.00**
economy jet return,
TCA GROUP TRAVEL FARE

MONTRÉAL-PARIS **\$496.80**
regular jet economy \$49.80 down,
\$20.19 per month for 24 months.



TRANS-CANADA AIR LINES
AIR CANADA



YES, this seat is yours FREE...

when you, as a tour conductor, complete your party of 15 on a special KLM tour of Europe. All you have to do is to organize a party of 15 paid passengers. The 16th seat—*yours*—is *entirely free*. Plan your own tour and visit the European cities of your choice . . . make up your party from among your fellow teachers or perhaps your students. KLM's Fly-Now-Pay-Later Plan, with only 10% down, is available for all-inclusive tour arrangements. For complete details and for interesting tour information, see your Travel Agent or write to:

KLM Tour Desk,
635 Dorchester Blvd. W.,
Montreal.



Littérature Française

by André Lagarde and Laurent Michard

In six volumes the authors survey French Literature from the Middle Ages to the present day. Each book includes substantial extracts from major works, commentaries, biographies. Fully illustrated in colour and black-and-white. Handsome and sturdy cloth boards binding.

Volume 1: Moyen age

256 pp. and 24 pp. of illustrations \$2.00

Volume 2: XVIe siècle

256 pp. and 24 pp. of illustrations \$2.00

Volume 3: XVIIe siècle

448 pp. and 40 pp. of illustrations \$3.10

Volume 4: XVIIIe siècle

416 pp. and 40 pp. of illustrations \$3.10

Volume 5: XIXe siècle

576 pp. and 64 pp. of illustrations \$3.35

Volume 6: XXe siècle

Ready June 1962.

Clarke, Irwin & Company Limited

**Clarwin House, 791 St. Clair Avenue West,
Toronto 10, Ontario.**

NELSON'S HISTORY OF ENGLAND

GENERAL EDITORS

CHRISTOPHER BROOKE MA FRHist. S.
DENIS MACK SMITH MA FRHist. S.

The Century of Revolution 1603-1714

CHRISTOPHER HILL MA FRHist. S.

This is a book we have all been waiting for a history of the political and religious conflicts of the seventeenth century that is rooted in reality; and it will be a long, long time before this brilliantly lucid and forcibly argued book is bettered. It makes all other single-volume seventeenth century histories look rather jejune. *The Spectator*

16 halftones plates (Vol. 5). \$5.50

Modern Britain 1885-1955

HENRY PELLING MA PhD.

Of its kind the present is a model. It has all that one expects from Mr. Pelling . . . economy, clarity, accuracy, breadth, fairmindedness . . . The summaries of the two world wars could hardly have been bettered within their compass. The illustrations are happily chosen. *The Listener*

16 halftone plates (Vol. 8). \$4.25

NOW READY

2. From Alfred to Henry III 871 — 1272 Christopher Brooke MA FRHist. S
3. The Later Middle Ages 1272-1485 George Holmes MA PhD

IN PREPARATION

1. Roman Britain and Early England 55 BC — AD 871 Peter Hunter Blair MA
4. The Tudor Age 1485-1603 Lawrence Stone MA
6. The Eighteenth Century 1714-1815 John B. Owen BSc MA DPhil FRHist. S.
7. From Castlereagh to Gladstone 1815-1885 Derek Beales MA PhD

THOMAS NELSON AND SONS (CANADA) LIMITED

91 Wellington St. W., Toronto 1, Ontario.

for perfectionists who don't mind saving money

Here are some straightforward facts to consider when requisitioning microscopes:

PRECISION—ranking among the world's four great producers of optical instruments, Olympus have earned an enviable reputation for precision and dependability.

UP-TO-DATE—typical of the finest from new Japan, Olympus' huge research facilities keep abreast of the latest developments in microscopy, viz. the new Olympus SZ stereozoom, second of its kind in the world.

OPTICS—many impartial microscopists confirm that Olympus' optics excel even over leading European makes.

ECONOMY—you can expect the best for less, when you order Olympus, a 'best buy'.

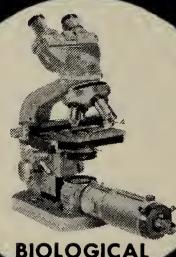
SERVICE FACILITIES—careful pre-servicing in our Toronto laboratories ensures dependable quality control. After-purchase service available across Canada.

FULL RANGE—Simple student models, routine binocular models, instruments for research, polarizing, metallurgical, and stereoscopic models for every purpose.

Mail the coupon below for complete information to:

OLYMPUS MICROSCOPE DIVISION

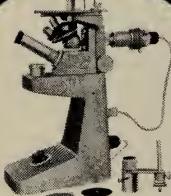
W. CARSEN & CO. LTD., 31 SCARSDALE RD.,
DON MILLS (TORONTO) ONT.



BIOLOGICAL



STUDENT



METALLURGICAL



STEREOSCOPIC



POLARIZING

ANOTHER QUALITY CARSEN PRODUCT

Please send me information on the following models:

Biological Student
 Metallurgical Stereoscopic
 Polarizing

Name.....

Address.....

City.....

OLYMPUS
TOKYO

OLYMPUS